

KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION



Strengthening Our Capacity to Serve: A Summit on Productivity, Efficiency, and Cost Containment

White Papers & Discussion Notes
for Breakout Session on

Academic Productivity & Student Success

September 13, 2010
Marriott Cincinnati Airport Hotel
Hebron, Kentucky



Kentucky
UNBRIDLED SPIRIT™

**Strengthening Our Capacity to Serve:
A Summit on Productivity, Efficiency, and Cost Containment
Institutional Planning Group**

The following individuals were appointed by the institutional, KCTCS, and AIKCU presidents to assist the Council in planning the summit.

Dr. Gary Cox
President, Association of Kentucky Independent Colleges and Universities

Mr. Bob Johnston
Vice President for Business Services, Association of Kentucky Independent Colleges and Universities

Dr. Janna Vice
Provost for Academic Affairs, Eastern Kentucky University

Ms. Debbie Newsom
Vice President for Financial Affairs, Eastern Kentucky University

Dr. James Chapman
Interim Provost/Vice President for Academic Affairs, Kentucky State University

Ms. Alice Johnson
Vice President for Finance and Business Affairs, Kentucky State University

Mr. Hinfred McDuffie
Vice President for Administration, Kentucky State University

Mr. Ken Walker
Vice President for Finance, Kentucky Community and Technical College System

Ms. LaDonna Purcell
Director Support Services, Morehead State University

Ms. Teresa Lindgren
Director of Budgets, Morehead State University

Mr. Carl Prestfeldt
Director of Fiscal Planning and Analysis, Murray State University

Dr. Sue Hodges Moore
Vice President for Planning, Policy, and Budget, Northern Kentucky University

Mr. Bill Swinford
Director of Policy Analysis, University of Kentucky

Mr. Michael Curtin
Vice President for Finance, University of Louisville

Mr. Jim Cummings
Chief Financial Officer, Western Kentucky University



Kentucky Council on Postsecondary Education

Steven L. Beshear
Governor

1024 Capital Center Drive, Suite 320
Frankfort, Kentucky 40601
Phone: 502-573-1555
Fax: 502-573-1535
<http://www.cpe.ky.gov>

Robert L. King
President

September 13, 2010

Dear Institutional and Professional Organization Members:

A special thank you is extended to the individuals and groups that spent time over the last several months drafting the white papers and discussion notes for the September 13 Summit on Productivity, Efficiency, and Cost Containment.

As we have all experienced firsthand over the last several years, the austere budget environment demands extra effort and our best ideas in order to produce high-quality graduates, community engagement, and research, all at a lower cost, that will lead to significant improvements in the quality of life and standard of living of all Kentuckians.

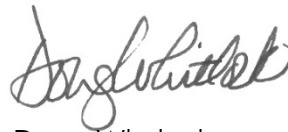
The summit is intended to serve both as reminder of the good work we have already done and encourage action on new ideas and innovations moving forward. The summit is not an end, but rather another step in the journey to produce the best educated workforce and citizenry in the nation.

Thank you again for your hard work and continued dedication. We look forward to a series of great conversations.

Sincerely,

A handwritten signature in blue ink, appearing to read "Robert L. King".

Robert L. King
President
Council on Postsecondary Education

A handwritten signature in blue ink, appearing to read "Doug Whitlock".

Doug Whitlock
President
Eastern Kentucky University

Strengthening Our Capacity to Serve:
A Summit on Productivity, Efficiency, and Cost Containment

Table of Contents

Academic Productivity and Student Success	Page Number
Ideas submitted by the following groups:	
▪ Institutional Chief Academic Officers	1
▪ Institutional Chief Student Affairs Officers	7
▪ Kentucky Academic Advising Association	13
▪ Kentucky Association of Collegiate Registrars and Admissions Officers	27
▪ Coalition of Senate and Faculty Leadership	31

PRODUCTIVITY, EFFICIENCY, AND COST CONTAINMENT REPORT

CHIEF ACADEMIC OFFICERS

The economic forecast for the State of Kentucky as well as the rest of the country has had a significant impact on the state-supported Institutions of Higher Learning. As a result, these Institutions have focused on strategies and practices to increase productivity and efficiency as well as contain costs. In addition, planning on all campuses has incorporated efforts to be more productive and efficient as well as how to reduce costs. The Chief Academic Officers¹ have compiled a summary of these efforts in five categories: (1) College Readiness; (2) Persistence and Graduation Rates; (3) Facilities and Academic Space; (4) Time to Degree; and (5) Financial Issues. The strategy is listed in the left hand column and each University is listed across the top. If a mark (X) appears in the column under a University for a particular strategy, that University is implementing a program that fits the basic description. Each institution customizes a particular strategy as appropriate for the students served. Additional information on a specific strategy is available upon request from each institution.

STRATEGY	EKU	KSU	MSU ²	Murray	NKU	U of L	UK	WKU	KCTCS
College Readiness									
Offers Student Support Services including federally funded programs such as Upward Bound, Talent Search, Gear-Up KY and KET-GED Connection to better prepare students for college.	X	X	X	X	X	X		X	X
Created and implements transition programs for high school students to enable them to be more prepared in math, sciences, and reading.	X	X	X	X	X	X	X	X	X
Delivers Summer Bridge Programs/Success Academies for selected students needing remedial education in math and reading in preparation for fall admittance to the undergraduate programs.	X	X	X	X	X	X	X	X	
Provides math and language arts instruction at no cost in preparation for enrolling in college through collaboration with Adult Learning Centers.	X			X					
Offers dual credit courses to junior and senior high school students as well as Advanced Placement and International Baccalaureate Programs.	X	X	X	X	X	X	X	X	X

¹ Chief Academic Officers from Eastern Kentucky University, Kentucky State University, Morehead State University, Murray State University, Northern Kentucky State University, University of Louisville, University of Kentucky, and Western Kentucky University as well as KCTCS.

² Morehead State University

STRATEGY	EKU	KSU	MSU³	Murray	NKU	U of L	UK	WKU	KCTCS
Implements Career Readiness Advising Programs for high school seniors enrolled in dual credit courses.		X	X						
Collaborates with KCTCS students to advise students enrolled in the Community and Technical College prior to seeking admittance to the University. Dual enrollment is an option on some campuses to allow selected students to work toward an associate and bachelor's degree simultaneously. Seamless transfer also results from this effort.	X	X	X	X	X	X	X	X	
Administers developmental testing using instruments such as COMPASS and KYOTE at main and regional campuses to provide needed services to students as well as allow for appropriate course placement.	X	X	X	X	X	X	X	X	X
Persistence and Graduation Rate									
Adjusted credit hour to degree completion through various strategies including redesigning general education and curriculum modification within majors and supplementary degree requirements.	X	X	X	X	X	X	X	X	
Established accelerated learning opportunities for students with college and career readiness needs to minimize additional costs in time and money through dual credit high school programs.	X	X	X	X	X	X	X	X	X
Implemented an Early Alert/Retention Alert Program for students who stop attending class during a semester.	X	X	X	X	X	X	X	X	X
Developed and implemented various programs to support (1) degree completion in collaboration with KCTCS; (2) retention of minority students; (3) academic assistance which includes individual and group tutoring; and, (4) transition for KCTCS students, veterans, adults, international students, and those with special academic circumstances.	X	X	X	X	X	X	X	X	X

STRATEGY	EKU	KSU	MSU ⁴	Murray	NKU	U of L	UK	WKU	KCTCS
Developed programs for First Generation Students including the Appalachian and Minority Science, Technology, Engineering, and Math Majors Program, etc. Established resource centers to provide specialized services to first generation students as well as students needing specialized assistance, including peer mentoring.	X		X	X		X	X	X	
Facilities and Academic Space									
Centralizing and making more efficient services for students, in particular establishing one-stop centers where students can have all issues addressed. This leads to more effective utilization of space and other cost saving efficiencies.	X	X		X	X	X	X	X	X
Monitoring the enrollment in general education through software packages designed to approach these tasks more systematically (e.g. ad Astra, E-Advising) thus improving enrollment management.	X		X		X	X	X	X	
Implementing energy-reducing and facility improvements on academic buildings, including green design for new buildings. This includes improving classroom efficiency by conversion to smart classrooms and/or expanding space to increase enrollment capacity. Also, focusing on the reduction of energy use through regulation of voltage, establishing a rate structure, using high efficiency lighting, and implementing water conservation measures contributes to this strategy.	X		X	X	X	X		X	
Evaluating ILP systems for hosting on-line course materials for cost savings and possible migration to open source software for reduced costs.	X		X					X	

⁴ Morehead State University

STRATEGY	EKU	KSU	MSU ⁵	Murray	NKU	U of L	UK	WKU	KCTCS
Time to Degree									
College Readiness strategies (listed in item 1 above) contribute to reducing time to degree. These include dual enrollment programs for High School Students, providing transition courses for those needing remedial work, and summer bridge programs.	X	X	X	X	X	X		X	X
Reduction, through the program review process, curricula to 120 hours or make 120 hours the minimum credit hours to degree at four year institutions, and proportionally at the associate degree level at the two year institutions. Redesign of General Education has contributed to this process.	X	X	X	X	X	X	X	X	X
Improving articulation agreements with KCTCS as well as establishment of Transition Centers to facilitate the transfer of credit from two year to four year institutions. Connecting transfer equivalencies to student learning outcomes rather than course titles has contributed to this process.	X	X	X	X	X	X	X	X	X
Increasing the availability of on-line courses for students who's geographic, family, and/or career constraints limits access to residential or commuter options.	X	X	X	X	X	X	X	X	X
Partnering with CPE on the Credit for Prior Learning Pilot project that allows students to validate prior learning, thereby earning college credit.	X	X	X	X					
Financial Issues									
Maintaining tuition rate for continuing students.									X
Using a Financial Alert System that provides students with financial holds on accounts an ombudsman to assist in opportunities for financial aid and remove barriers.		X					X	X	

⁵ Morehead State University

STRATEGY	EKU	KSU	MSU⁶	Murray	NKU	U of L	UK	WKU	KCTCS
Offering differential tuition for various programs or opportunities such as border counties, concentration of alumni, on-line, adult education, cohorts, and certain graduate programs such as the MBA.	X	X	X		X	X		X	
Adopting the per-credit-hour tuition rate which assesses tuition on a per credit hour basis but also includes a discount rate on the tuition for all above 12 hours.		X	X						
Price restructuring on tuition for selected groups including graduate tuition for both in- and out-of-state students.	X	X		X	X	X		X	
Implementing of an Academic Curriculum Review for all undergraduate and graduate programs which resulted in priority ranking of programs for institutional support.			X					X	

Cost Containment Strategies and Best Practices at Selected Kentucky State Public Universities -- August 20, 2010 - Revised

A white paper written by Dr. Tom Jackson, Jr. and Dr. Zebulun Davenport, Public Chief Student Affairs Officers -- Kentucky

Introduction

At the request of the Council on Postsecondary Education, the Chief Student Affairs Officers (CSAO's) from Kentucky's public universities were asked to submit a short white paper on cost containment strategies. More specifically, the CSAO's were asked for a "...group assessment of current operating practices across Kentucky's postsecondary institutions in [our] area of expertise and opportunities to improve productivity, efficiency, and cost containment." This white paper includes a brief description of some current practices and several recommendations that may create opportunities for change.

Student Affairs impacts every student on a college campus. Students spend, on average, 14 hours per week inside the classroom. Every hour both inside and outside of the classroom is impacted in some way by Student Affairs. Common Student Affairs departments include: student government, residence life/housing, counseling, disability services, career services, recreational sports, fraternities and sororities, student conduct, student activities, student leadership, cultural programming, student health, international student services, orientation, wellness, LGBT support and services, student testing, community services, student clubs and organizations, bookstore, food services, commuter services, religious life, and support services. In some instances, Student Affairs also includes recruitment & outreach, admissions, registration, financial aid, athletics, academic advising, and tutoring centers.

Best Practices within Student Affairs

Improving Student Employee Training Procedures by Streamlining Processes and Maximizing Learning

According to the 2009 Northern Kentucky University (NKU) senior survey, 90 percent of responding seniors indicated that they were employed during their tenure at the institution. In addition, 41 percent of those indicated working on average more than 30 hours of week. As many are aware, student employment plays a critical role in teaching our students the required skills for continued growth in both education and the workforce. These include skills such as critical thinking, problem solving, workplace etiquette, job development, customer service, time management, and effective communication.

Student Affairs worked to create a procedure, which streamlines the student employment process and creates efficiencies and productivity through the training and development of our students. To accomplish this charge, two processes occurred simultaneously. The first process was an identification of eight distinct learning constructs derived from the literature and best practices that are directly related to retention and student success. The second process identified a base

line of knowledge and a standard set of skills and abilities that we wanted our students to demonstrate as a result of their student employment experience. In the end, Student Affairs was able to reduce person hours and time by creating a standard student-employee training based on student learning outcomes measured by a common evaluation.

Developing Food Services at a University

In Student Affairs, a common practice is to engage students around meals. In doing so, the university is able to create a “family” atmosphere that allows students and faculty to engage in meaningful out-of-classroom conversations, contributing to the academic learning environment of the campus.

Many times universities take campus dining for granted. However, effectively developing a rich academic environment outside of the classroom must be deliberate. This is, in part, why campuses invest so strongly in the residential experience, which often requires on-campus dining. These types of experiences, without question, improve retention and student satisfaction.

The University of Louisville (UofL) has invested in a very forward-thinking model for student development. The Student Government Association (SGA) at UofL believed strongly that the campus needed to have better quality food, longer service hours, more dining venues and options, healthier foods, and be responsive to Kentucky grown and locally produced products. As a result of SGA’s advocacy, UofL established a required meal plan for commuting students. Naturally residential students were already required to have a meal plan, but UofL was one of the first to require a plan for commuting students.

In the first year of operation the plan has thrived, and UofL is already seeing increases in dining activity and student engagement at the start of the Fall 2010 semester. Indirectly this plan has enabled students to define the type of dining experiences they wanted to have as a student. More importantly, it has kept students on campus instead of driving off-campus, with limited time, only to return to an afternoon or evening course. This has also helped the 3rd party vendor to provide better service, venues, and hours at a reduced cost, enabled UofL to invest in improved dining facilities for students, and enabled the 3rd party vendor to purchase and use locally grown products. There are now 16 different venues, of which nine were improved or added. From a cost containment perspective, the cost savings are enormous, but the potential to positively impact the quality of the academic environment has been immeasurable.

Event Hosting as a Research University

A responsibility of a major, research university is the development and dissemination of new knowledge. Often times the academy only views this effort from an academic point of view. A responsibility of a Student Affairs department at a research university is to also develop and disseminate new knowledge. This is not only part of the mission, but it also enables other public regional and private universities to benefit from the exploration of new models, delivery systems to students, and information.

UofL has developed five collaborative efforts in the past three years to control professional development costs of employees while also promoting and disseminating Student Affairs “best practices” from across the country. The popular “Veteran’s Symposium” is entering its third year. This collaborative effort with SOC (Servicemembers Opportunity Colleges) has brought practitioners from all parts of the country to share best practices on how they are working with students who are active military or veterans. Several other similar efforts have been completed or are being initiated, including a Mental Health Symposium, National and International Consultants, International Service-Learning Symposium, Mid-Managers Institute, and professional association regional meetings and workshops. By hosting these types of events UofL is not only establishing new revenue sources by collaborating with colleagues and campuses throughout the country, but also reducing the costs across the region so practitioners can have access to best practices throughout the country.

University Connect and Persist at Northern Kentucky University

The impact of enrollment growth, continued innovations in technology, financial constraints, and increased accountability for improved retention rates and degree completion compelled NKU to review delivery of retention services to students. Redesigned practices and new technologies provide the infrastructure and the foundation to improve efficiency and effectiveness of service delivery while redirecting the focus on retention and degree completion. NKU has employed a comprehensive and managed approach to organizational change that focuses on redesign of the structure and functioning of a comprehensive array of student success programs and services in academic and student affairs. This systemic review and rethinking of student success programming resulted in a systemic approach called University Connect and Persist (UCAP). UCAP increases efficiency and effectiveness, improves productivity of services, streamlines processes, re-focuses programs and services, and enhances utilization of technology. A comprehensive white paper entitled: *University Connect and Persist: Tying Effectiveness, Efficiency and Productivity to Student Success and Retention* is available.

Other Opportunities for Cost Containment or University Reinvestment

Within a university, and especially within Student Affairs, there exists many opportunities to control costs, reinvest resources back into a university, collaborate, or better utilize existing technologies or services for the betterment of students. Below are some activities that with some modification or policy changes would improve efficiencies of a university and ultimately reduce costs to the student and state.

1. Scholarships – All universities provide scholarships and an increasing number are requiring scholarship recipients to reside on campus in university-owned complexes. By requiring scholarship recipients to reside on campus the institution is placing students in a supportive, academic environment that has a proven retention record. Furthermore, it “reinvests” university dollars back into the operations and infrastructure of the university.
2. Background Checks – Kentucky requires background checks for all employees, and this could include some student staff. By simply categorizing “students” as “students” and “state employees” as “employees,” campuses could reduce background check costs that go to a 3rd party.

3. Open Market for Services, 3rd Party Agreements, and Technology – There are growing business enterprises on every public university. Some are simply considered auxiliary units, but some are significant research enterprises. Each shares a common business tenet, annual revenues must exceed annual expenses. These types of departments operate as businesses that must do everything they can to reduce costs, yet at times are restricted to using higher cost university services. Encouraging these types of enterprises to reduce costs, including utilizing vendors and services at a reduced cost, would improve efficiency and overall costs.
4. Public/Private Development – Opportunities to develop university-owned land with private developers continues to increase. These arrangements enable private developers to provide services or facilities that benefit the university and its students. Working with private developers on non-university owned land in affiliation agreements also helps reduce development costs and increase revenues while providing valuable services or infrastructure for students. The UofL housing model for students is a good example of how this could work.
5. Student Practicum Experiences – Students need internship/practicum/work experiences to be marketable beyond Kentucky. Utilizing students from a department to provide services in another department can reduce operational costs while also providing needed services. An example of this method working is with counseling. Graduate-level students pursuing training in counseling could work directly with Counseling Centers to increase the amount of contact hours a department might have with students. Since these students would also be under supervision, this furthers their training opportunities, lowers training and operational costs, and provides a service for the university. At Eastern Kentucky University (EKU), internships are also available for top candidates enrolled in Higher Education programs from other universities around the country. Bringing in graduate students from other institutions offers an opportunity to take advantage of new ideas and major enthusiasm. Internships sponsored by national student affairs organizations are an excellent way to offer hands on training without incurring significant additional cost.
6. Ready to Work Programs – Kentucky and the federal government have many different types of ready to work programs. In Kentucky, many are administered through the local community college. By collaborating with the community college, the university is able to identify ready-to-work participants and place them in a working environment that not only benefits that person, but also that university department.
7. Volunteer Corp – There are many positions on a college campus that could be fulfilled by someone who is unemployed (by choice) or retired. Establishing a “volunteer corp” to perform such positions would enable campus departments to fill certain key positions with highly skilled, but low cost personnel while effectively redirecting personnel costs to other positions.
8. CPC – Student Programming Committees – Student Organizations frequently seek resources for the programs they provide throughout the year. Some are funded by SGA and some collectively go from department to department seeking contributions. One method to improve efficiency is to establish a student-driven programming committee. This committee, unlike current student fee allocation committees, receives the contributions from departments and disperses the resources to groups. Groups must submit a detail budget and account for the use of the resources. Encouraging student groups and enabling those groups to actively engage students throughout campus

significantly increases campus activity, reduces costs/waste, and enhances student development.

9. Staff “Right-sizing” – Redirecting vacant positions is a cost effective strategy. Campuses can take unfilled/vacant positions and modify them to meet the on-going needs of the university and students. While the cost savings may not be on the front end, the money saved by redirecting a position to a high need area in Student Affairs can significantly increase retention.
10. In-house programming – Student Affairs initiates a large amount of programming directed at students. As a campus evaluates the events and vendors that have been brought to campus in the past, that campus could also determine if it could create or achieve a similar product/result internally (potentially at a greatly reduced cost). As an example, in the past ECU has rented several printers, picture cutters, and other equipment, and even contracted with an external vendor to provide student giveaways. Instead of using an external vendor, ECU has been able to reduce costs and internally purchase items. By working more efficiently internally, and effectively evaluating services, products for students have now been obtained for a fraction of the cost.
11. Career Services Technology -- Over the past 10-15 years more “tech” applications for Career Services have become available, and our knowledge on how to use them has expanded as the demand for the electronic delivery of services has increased. By moving away from the use of paper/printed goods to communicate and deliver services Career Services can realized a 30% reduction in the general expense operating budget. The reliance and use of email, webpages, software applications, and social media has lowered the day-to-day operational costs.

Summary

There exist many opportunities to develop cost containment strategies throughout a university. As discussed in this white paper, not all of the activities require additional funding or completely new services. Many simply require collaboration with existing departments or services in the community and a reframing of the service and its intended purpose.

Students are very important, and making the necessary changes to become more efficient helps students. It isn’t always about what is happening inside the classroom that makes the most difference for Kentucky’s students. Their academic environment and the type of support provided in that environment often make the most difference.

About the Public Chief Student Affairs Officers of Kentucky

Dr. Tom Jackson, Jr. is the Vice President for Student Affairs at the University of Louisville. Dr. Zebulun Davenport is the Vice President for Student Affairs at Northern Kentucky University. The other Vice Presidents at public universities in Kentucky include the following: Dr. Rubye Jones, Kentucky State University; Dr. James Conneely, Eastern Kentucky University; Dr. Don Robertson, Murray State University; Dr. Madonna Weathers, Morehead State University; Howard Bailey, Western Kentucky University, and Dr. Robert Mock, University of Kentucky.

Academic Advising White Paper
Submitted by Megan Larabell, President
Kentucky Academic Advising Association (KACADA)
Council on Postsecondary Education (CPE)
Cost Containment Summit
September 2010

This white paper is intended to articulate and highlight goals, best practices, and recommendations for the field of academic advising in the state of Kentucky. This brief report is, in no way, meant to be considered all inclusive, rather it is intended to highlight only a few of the most current and salient issues affecting academic advising, the first of which is the need to define academic advising. To do so, it is essential to understand current practices.

It appears that there are currently two dominate academic advising models being utilized by advisors in Kentucky. Those models are the Student Services Model and the Teaching and Learning Model (Shirey, 2010). These models are drastically different from one another, both in foundation and function, as evidenced by the descriptions below.

Student Services Model

This model seeks to answer the question: Who do we serve, and are they satisfied?

This model is:

- Student-driven
- Changes frequently
- Consumer-based
- Linked to surveys and qualitative data
- Not always sure of whether we are serving students adequately
- Constantly looking for new ideas and changing “best practices”
- Changed often based on the latest methods and ideas in place at other institutions, regardless of whether the two institutions are comparable in size or student type (Shirey, 2010).

Teaching and Learning Model

This model seeks to answer the question: Who do we teach, and what are they learning?

This model is:

- Institutional-driven
- Slow to change
- Institution-based
- Linked to quantitative data and research
- Changed through institutional policies and procedures “vetted” by deans, chairs, and faculty members
- Articulated through the use of an advising syllabus
- Designed to serve specific populations, based on the institution, with methods proven to be successful over time (Shirey, 2010).

As evidenced above, the Teaching and Learning Model tends to focus more on student success and consistency in advising, while the Student Services Model tends to focus more on satisfaction and trends in advising. Even though both of these models have benefits and drawbacks, it is imperative that the Council on Postsecondary Education (CPE) works with the institutions in Kentucky to establish a universal model to ensure that all students are receiving consistent and effective advising throughout the state.

To accomplish this goal, it is important to remember that current practices can often serve as examples of successful practices that are making a difference in the lives of students. One of the best characteristics of the Teaching and Learning Model is the use of an advising syllabus. The advising syllabus is used to articulate the expectations and responsibilities of both student and advisor, to define the advising relationship, to set forth intended learning outcomes, and to clearly define academic vocabulary, terms, and resources. An example of one such advising syllabus is provided in Appendix A. This is an example of the progress that is being made by advisors in the Commonwealth.

Another great example is a campus wide advisor training, such as Northern Kentucky University's (NKU) Master Advisor Program.

“The purpose of the Master Advisor Program is to create a cadre of faculty and staff advisors who possess a high level of knowledge about advising strategies and techniques, legal issues related to advising, the technologies associated with advising, academic policies, and specific curriculum requirements. This cadre will provide a core of highly skilled advisors that can provide advising during designated advising times and during new student orientations. Training for prospective master advisors consists of attending a two-day seminar and then participating in a series of special topic workshops (NKU Advising Council, 2010).”

This program establishes a definition of advising and provides direction for campus advising efforts. It is open to all faculty and staff, promoting consistency in advising, and a format to disseminate vital curriculum and policy changes to all advisors, but most importantly, it promotes respect and value for both advisors and academic advising. Linking academic advising to student success is paramount. Programs like this one send the message that academic advising is an important part of the campus culture and the job functions of both faculty and staff. This needs to be the message that is shared on all campuses in Kentucky for academic advising to be taken seriously and to be successful! A more detailed description of the program can be found in Appendix B.

The use of advising syllabi and the training of advisors serve as examples of areas where some Kentucky institutions can serve as models of success. However, there is at least one area related to academic advising, in which there is a desperate need for a successful model, and that is the transfer process. Consistency has been a common theme throughout this entire white paper, and the transfer process may just be the area of advising that is lacking this quality the most. The current process has a tendency to be very frustrating for transfer students, with delays,

inconsistent advising, transcript discrepancies, and mass confusion being common components of the transfer process. Therefore, consistency in the transfer process is essential to creating a more effective, efficient, and successful educational environment in Kentucky. The fact that this is a huge task is recognized and acknowledged by the authors of this white paper. However, a few suggestions are provided to begin the process:

- Students entering any and all Kentucky Community and Technical College System (KCTCS) institutions should be asked about their potential desire to transfer in the future. This is a question that should be asked during the admissions process. Asking this one simple question has the potential to prevent a lot of frustration, extra expense, and confusion. Students may not always know whether or not they intend to transfer to another institution. However, by having that conversation from the very beginning of admission, the student can be directed to several resources to help them move toward some decisions.
- Students who express an interest in transferring should be encouraged or even required to meet with representatives from the institutions where the students are planning to transfer. This interaction can be simplified and accessible to larger numbers of students through the use of various communication technologies, such as Skype and video conferencing. Through this interaction, students will be able to design an academic plan/path very early in their academic careers.
- Students who are undecided about career goals or their desire to transfer in the future should be encouraged or even required to attend major and career exploration events, such as workshops and fairs. These events should be available to students in both the fall and spring semesters.
- The suggestions mentioned above have the potential to help a large number of students to understand what options are available to them and to understand what transferring really looks like. Taking a proactive approach could drastically reduce the number of students who transfer from a KCTCS institution much later than is desirable. It needs to be well known that a great number of students need to transfer sooner than others to remain on track with graduation, retention, and financial timelines due to differing requirements and accredited programs.

The ideas and suggestions found in this white paper are simply the beginning of a conversation about academic advising in Kentucky. The Kentucky Academic Advising Association (KACADA) is thrilled to be an integral part of this conversation and looks forward to working with CPE and all of the institutions of higher education in the state to turn these ideas and suggestions into reality. KACADA should be considered one of the most important resources for academic advisor in the Commonwealth. By being a part of the conversations that affect higher education, KACADA can continue to grow as the leading source for communication and consistency in advising practices around the state.



Office of
Academic Advising & Retention

521 Lancaster Ave. • SSB 347 • Richmond, KY 40475

Advising Syllabus, 2010 – 2011

Advisor: Put your information here.

Office: Put your information here.

Phone: Put your information here.

Email: Put your information here.

Advising office hours: Put your information here.

Text/Materials:

Undergraduate catalog

Degree Works academic plan

General education planning worksheet

Academic Advising as Teaching and Learning:

According to the National Academic Advising Association, academic advising is an educational process that facilitates students' understanding of the meaning and purpose of higher education and fosters their intellectual and personal development toward academic success and lifelong learning (2004).

At Eastern Kentucky University, academic advising provides you with the opportunity to build a relationship with your advisor for the purpose of gaining assistance in developing your educational plan in *Degree Works*, learning the skills needed for academic success, and in understanding the breadth of resources and services available to you on campus. Exploratory students will be partnered with an advisor from the Office of Academic Advising. If you have a declared major, you are typically assigned an advisor in your particular field of study. Your advisor's name and contact information appears at the top of your audit when you log into *Degree Works*.

Academic advising is a two way street. You and your advisor partner together to outline your personal, academic, and career goals. Both student and advisor take responsibility for ensuring the advising partnership is successful.

www.advising.eku.edu ~ 859-622-2276

Mon – Thurs. 8am-5pm, Fri. 8am-4:30pm

Advisor Responsibilities – What You Can Expect

You can expect me as your advisor to:

- Understand and effectively communicate the curriculum, graduation requirements, and university and college policies and procedures
- Encourage and guide you as you define and develop realistic goals
- Encourage and support you as you gain the skills to develop clear and attainable educational plans
- Provide you with information about and strategies for utilizing the available resources and services on campus
- Assist you in understanding the purposes and goals of higher education and its effects on your life and personal goals
- Be available for meeting with you via office hours for advising, telephone, e-mail, or web access
- Assist you in gaining decision making skills and skills in assuming responsibility for your educational plans and achievements
- Maintain confidentiality according to FERPA guidelines:
<http://www.registrar.eku.edu/confidentiality/FERPA.pdf>

Advisee Responsibilities – What You Are Expected To Do

As an advisee, your responsibilities in the advising partnership are to:

- Schedule regular appointments or make regular contacts with me during each semester
- Come prepared to each appointment with questions or material for discussion
- Be an active learner by participating fully in the advising experience
- Ask questions if you do not understand an issue or have a specific concern
- Keep a personal record of your progress toward meeting your goals by using the planner feature of Degree Works
- Organize official documents in a way that enables you to access them when needed
- Complete all assignments or recommendations
- Gather all relevant decision-making information
- Clarify personal values and goals and provide me with accurate information regarding your interests and abilities
- Become knowledgeable about university, college, and departmental programs, policies, and procedures
- Accept responsibility for your decisions

ADVISING RESOURCES

- Undergraduate Catalog: <http://www.undergradstudies.eku.edu/catalog/>
- DegreeWorks Academic Plan: <http://www.eku.edu/online> (log in, click on “Student Services & Financial Aid” and then “Student Records”)
- DegreeWorks Help page: <http://www.registrar.eku.edu/degreeworks>
- Academic Advising Web Site: <http://www.advising.eku.edu>
- General Education Planning Worksheet:
http://www.advising.eku.edu/advising_manual/forms/gen_ed_worksheet_new.pdf
- Tutoring Schedules: <http://www.advising.eku.edu/tutoring>
- Math/Stats Tutoring Lab: <http://mathtutor.eku.edu/>
- The Noel Studio for Academic Creativity: <http://www.studio.eku.edu/>
- EKU Student E-mail Account (please check regularly): <http://www.eku.edu/email/>
- Colonel’s Compass: <http://www.eku.edu/compass/>

www.advising.eku.edu ~ 859-622-2276

Mon – Thurs. 8am-5pm, Fri. 8am-4:30pm

Expected Student Learning Outcomes for the Academic Advising Experience

<p style="text-align: center;">First Year</p> <ul style="list-style-type: none"> • Explore your academic and career interests • Explore interpersonal factors (interests, personality) related to academic and career goals • Make sound decisions regarding campus choices • Use multiple resources to maximize your undergraduate experience (advisors, student organizations, study groups, volunteering, electives, etc.) • Clarify your personal values, especially as they relate to academic and career choices. Take GCS199, the career seminar course • Assess your skills and strengths • Recognize and evaluate learning styles • Practice effective time management • Take an introductory class in a potential major • Learn how to select courses in conjunction with academic advisor • Begin <i>DegreeWorks</i> Academic Plan • Learn official policies stated in the ECU undergraduate catalog: http://www.undergradstudies.ecu.edu/catalog/ • Attend major expo • Investigate Co-op/Internship possibilities for the Summer 	<p style="text-align: center;">Third Year</p> <ul style="list-style-type: none"> • Make informed decisions – it is a lifelong skill! • Discover how your interests and skills apply to the world of work • Network with at least three people who work in a field of interest to you • Identify education and/or additional skills you'll need to attain employment or training in your field (is grad school for you?) • Be able to articulate what you're studying and why • Update resume • Review <i>DegreeWorks</i> Academic Plan • Complete co-op or internship • Familiarize yourself with the career fair, in order to know what to expect the next year. • Considering grad school? Begin looking into academic programs available • Prepare for necessary graduate school admissions tests • Attend Job Fair and bring resumes
<p style="text-align: center;">Second Year</p> <ul style="list-style-type: none"> • Consider narrowing your interests or studying one of them in more depth • Meet with an advisor in the major(s) that you're considering, prior to the Fall advising and registration period • Continue assessing your skills, strengths, and interests; Consider making an appointment with Career Services and the Co-op/Internship Offices. • Research multiple career options to find best fit • Arrange for experiences that will help you clarify your goals and interests, including part-time employment, meeting with faculty and staff, shadowing a professional in a field of interest to you, studying abroad, or volunteering • Begin developing resume • Review <i>Degree Works</i> Academic Plan • Discuss gaining career related experience through co-op or internship • Keep in mind you will have to declare a major in the semester in which you will earn your 45th credit hour • Attend Job Fair 	<p style="text-align: center;">Fourth Year</p> <ul style="list-style-type: none"> • Apply for graduation for Spring by Oct. 1 • Complete additional co-op or internship • Be able to market your skills and education to employers • Polish resume • Complete mock interview in career services • Research employment or grad school options and start applying • Understand skills employers and grad schools seek • Take or re-take graduate school admissions tests • Review <i>DegreeWorks</i> Academic Plan • Pursue part-time volunteer position at a place of interest • Continue networking • Continue assessing your options • Possibly re-take course/courses for a better grade • Attend Job Fair and interview with respective employers

www.advising.ecu.edu ~ 859-622-2276

Mon – Thurs. 8am-5pm, Fri. 8am-4:30pm



Glossary of College Terms to Know

Academic Dismissal: Students returning to the University at the end of a third academic suspension must earn and maintain a term GPA of 2.0 or better each semester. Students returning after a third academic suspension will be academically dismissed from the University if they have a term GPA of less than 2.0 at the end of any semester.

Academic probation: Students will be placed on academic probation if their cumulative GPA at the end of the semester is less than 2.0. While on academic probation, students may not enroll in more than 13 credit hours (in either fall or spring terms). Students on academic probation may not enroll in more than six hours during a full summer term.

Academic Warning: First semester new freshmen will be placed on academic warning if they receive a GPA less than 2.0 at the end of their first semester at the University. Freshmen on academic warning may not enroll in more than six hours during a full summer term or more than 16 hours in a Fall or Spring term.

Academic year: Two semesters (fall and spring), plus summer session and examination periods.

Accredited: Quality of academic programs has been approved by an outside rating agency.

Admission: Your acceptance for enrollment.

Associate Degree: Awarded for (generally) completing a two-year program. The typical amount of class work to complete an Associate Degree in two years is 14-16 credit hours or a total 64-76 credits if a student begins college eligible for college level English and math.

Bachelor's Degree: (baccalaureate degree): Awarded for a four-year degree. There are several types of bachelor's degrees at ECU, including B.S., B.A., B.B.A., B.F.A., B.S.N. Check the catalog to see which type of bachelor's degree your major falls under.

Catalog: The catalog is your comprehensive guide and contract with ECU. It lists policies, majors, minors, course requirements, and course descriptions.

Certificate: A document that verifies completion of a specific area of study. A certificate is similar to a minor, but sometimes requires less credit hours to complete.

Colonel's Compass: Indicates important dates and deadlines, including the last day to withdraw from a course and refund deadlines. The Colonel's compass is always linked to the ECU homepage.

Course Schedule: Published for the registration period for each semester and includes course details (when, where) and scheduling procedures. It also lists the number of seats offered in a course and whether courses are still available or full.

Co-requisite: Course you must take concurrently with another course.

Course Prefix: The 3 letter prefix that indicates what department the course is offered in. Ex: ENG 101.

Credit hour: The primary academic measure by which progress toward a degree is gauged. A typical course is 3 credit hours. A bachelor's degree typically requires a total of 120-128 credit hours.

Curriculum (program): Courses required for a specific degree or certificate.

Dean's List: The Dean's List is one of several ways in which the University recognizes students who achieve academic excellence. The Dean's List is published after each regular semester. Eligibility requirements for the Dean's List are as follows: 12 credit hours with 3.75 GPA, 13 hours with 3.65 GPA, 14 or more hours with 3.5 GPA.

Degree Works: a program that will assist you to: **Track** your academic progress. **Prepare** for future course registration. **Plan** for graduation. Degree Works is accessible via [EKUDirect](#).

Departments: Academic departments offering courses in one or more disciplines.

Developmental Requirements: Some students, based on ACT or placement testing scores, have to take non-credit courses as part of college readiness standards. These courses do not earn credit hours.

Distance Learning: Instruction provided outside the traditional classroom. This can include web courses, Instructional Television, or a combination.

Drop and add: You may change your schedule by dropping or adding classes. Check the Academic Calendar and Colonel's Compass for the drop/add deadlines for each term.

Drop Fee: When a student drops a course after the initial drop/add period, a fee of \$50.00 is added to their student account

Elective: Course distinguished from required course. These are courses you get to choose. However, some majors don't allow you the opportunity to take many elective courses. Other majors do.

Exploratory Student: Also called "undeclared." Student who does not yet have a major or may be considering several majors. You can only be undeclared in the first 45 credit hours.

Financial aid: Various types of financial help including scholarships, work-study jobs or grants to eligible students.

Full-time student: A student enrolled in 12 or more credit hours in one semester.

General Education (Gen. Ed.): A group of courses required to earn a degree; provides a broadly based education. ECU has 8 "blocks" of general education that you fulfill if you are a Bachelor's degree seeking student.

Grade Point Average (GPA): Number of grade points earned divided by the total units attempted. Cumulative GPA: this is your total GPA, factoring all semester you have been enrolled. Semester GPA: this GPA is only including those grades earned in a given semester.

Major: A concentration of courses in a specific educational area.

Matriculation: Matriculation involves a partnership between you and ECU. This partnership begins when you apply for admission and ends after completing your degree.

Minor: Eastern Kentucky University offers minors in a number of fields. Certain minors are restricted as teaching or nonteaching. The list of available minors can be found in the undergraduate catalog. A minor typically consists of 18-21 credit hours of courses in a particular area.

Part-time student: A student taking less than 12 units in a semester.

Pass/fail: Sometimes certain courses do not award grades. Instead, you receive a pass or fail. If you pass, you typically get credit for the course but not a grade that factors into your GPA.

Professor: General term for all faculty. If your professor has a doctoral degree, you may also refer to him/her as a "doctor."

Prerequisite: Specific courses you must successfully complete with a "C" or better before you can enroll for another specific course. Students must satisfy prerequisites and any other stated conditions before enrolling in a course.

Registration: Each semester you must register in specific classes for the next semester, pay tuition and fees, etc.

Syllabus: Written description of course content distributed by instructors to students. You should receive a syllabus for each course (typically on the first day of class). It lists objectives for the course, how your grade will be determined, and various dates and deadlines.

Term: See "Academic Year"

Transcript: Record of all of your courses kept by the Registrar's office.

"Use it or lose it": The ability of faculty to dis-enroll a student from their course if the student misses the first day of class without making prior arrangements with the faculty to be absent that day.

MASTER ADVISOR PROGRAM

David Emery, Director

Overview:

The purpose of the Master Advisor program is to create a cadre of faculty and staff advisors who possess a high level of knowledge about advising strategies and techniques, legal issues related to advising, the technologies associated with advising, academic policies, and specific curriculum requirements. This cadre will provide a core of highly skilled advisors that can provide advising during designated advising times and during new student orientations. Training for prospective Master Advisors consists of attending a two-day seminar and then participating in a series of special topic workshops.

To become a Master Advisor:

- Participants must attend an initial “Master Advisor Seminar,” typically offered in May. This seminar covers the core information fundamental to advisor success.
- After completing the “Master Advisor Seminar,” prospective Master Advisors have twelve (12) months to complete at least three (3) Master Advisor Workshops that relate to the needs of their particular academic program or advising office. Credit is accrued toward Master Advisor status with completion of the seminar and related workshops.
- Alternative forms of workshop credit.

Each faculty or staff member who completes the seminar and at least three (3) workshops or the alternatives listed will become a Master Advisor and earn a one-time stipend of \$500.00 for professional development programs.

<i>Professional development stipends will be awarded in the fiscal year following completion of program requirements.</i>

Master Advisor Seminar Topics:

This seminar is required of all faculty and staff seeking to become Master Advisors. The following topics are typically covered in detail during the “Master Advisor Seminar”

- NKU Advising Philosophy/Roles and responsibilities of students and advisors
- Holistic and prescriptive advising models
- NKU curriculum and university policies
- Forms and procedures used in advising
- Technology used in advising, myNKU, degree audit
- Legal, confidential and ethical dimensions of advising
- Advising special student populations

Revised: 7-27-10

Master Advisor Workshop Topics (A) and alternatives (B) – Held Fall and Spring

The titles listed are a sampling of those typically offered. Offerings may vary yearly.

(A)

- New curriculum and policy updates
- Campus resources/referrals
- Advising theory and practice
- Career development and advising
- Helping students choose majors
- Legal issues in advising
- Transfer procedures/policies
- Understanding and using degree audit
- Updates on advising for Gateway Community College
- Updates on technology associated with advising
- Promoting effective decision-making and study skills
- Financial assistance updates
- Teacher certification updates
- Advising special student populations. Topics may include advising student athletes, new freshmen, transfer, probationary, disabled, honor's, adult, minority, undecided and under-prepared students.

(B)

- Developing and presenting a Master Advisor Workshop.
- Attending Advising Discussion Luncheons.
- Participating in "Advising Week" functions.
- Attending other advising related programming (with approval of the Master Advisor Program Director).

Recognition and Rewards:

Special activities and events will be created to recognize Master Advisors and to provide them with opportunities to share ideas and strategies. Participants earning the Master Advisor status will be honored at the Outstanding Advisor Awards Luncheon and will receive a one-time stipend of \$500.00 for professional development programs. This award recognizes successful completion of the "Master Advisor Seminar" and at least three (3) Master Advisor Workshops or alternative advising related programming (with approval). Master Advisor certification is valid for two (2) years.

POLICY ON RENEWING MASTER ADVISOR CERTIFICATION

At its meeting on May 12, 2004, the Academic Advising Council approved the following policy for renewing the certification of Master Advisors:

1. Master Advisor certification is valid for two full academic years. Unless renewed following the process outlined below, certification terminates on June 1 of the second year.
2. Master Advisors who wish to renew their certification must follow a prescribed procedure:
 - A. Participate in a minimum of four (4) advising-related activities during the two-year certification period. Normally, a minimum of two (2) activities per year is expected.
 - B. Advising-related activities include, but are not limited (with approval of Program Director) to:
 - Membership and active participation in the Advising Council for an entire academic year
 - Participating in topic workshops sponsored by the Master Advisor Program
 - Making a presentation for a Master Advisor Seminar or a Master Advisor workshop (*counts as two (2) credits*)
 - Organizing or participating in an advising training program sponsored by a department, college, or other University unit
 - Participation in a professional conference focused on advising (e.g. NACADA)
 - Submitting a paper on an advising topic to a professional journal (*counts as two (2) credits*)
 - Active participation in the Advising Discussion Luncheon program over the course of an academic year
 - Helping to organize the program of a Master Advisor Seminar
 - Serving on an Outstanding Advisor Award Selection Committee
 - Participation in any special advising program sponsored by the Advising Council (e.g. teleconferences or videotaped conferences).
 - Other activities as approved by the Director of the Master Advisor Program.
 - C. Prior to June 1 of the second year of certification, complete a request for renewal of certification and forward the request in paper or electronic format to the Advising Council via the office of the Academic Advising Resource Center. In advance of the June 1 deadline, an invitation to renew certification and a renewal form will be sent to Master Advisors whose terms are to expire.
 - D. Each renewal of certification is valid for two (2) academic years.

Revised: 7-27-10



KACRAO & Its Efforts for Cost Containment in Kentucky Higher Education

Charity Ferguson, KACRAO President

Lindsey Wilson College

210 Lindsey Wilson St.

Columbia, KY 42728

(270) 384-8100

(270) 384-8591

fergusonc@lindsey.edu

KACRAO, the Kentucky Association of Collegiate Registrars and Admissions Officers, has been at the forefront of professional development for higher education admissions and records professionals in Kentucky since 1924. In fact, the Association is older than many of the schools it serves.

KACRAO is a non-profit, volunteer professional organization comprised of a diverse group of member schools (public, private, community, and technical) and individuals. While primarily aimed at supporting the work of records, registration, and admissions, it has extended its scope to include orientation personnel and some aspects of higher education technology.

Over the last two years, KACRAO has been recognized twice nationally for cost containment measures. AACRAO, the American Association of Collegiate Registrars and Admissions Officers, awards the Elbert W. Ockerman Award to recognize outstanding professional activities of the state/regional associations and encourage development and expansion of quality professional activities among state/regional associations. KACRAO has won the award the last two consecutive years.

In 2009, KACRAO was recognized for Electronic Transcript Exchange. The Kentucky nomination for the *College to College Electronic Transcript Exchange Using National Student Clearinghouse* was a unanimous selection by the committee.

Electronic Transcript Exchange (ETX) supports the Kentucky effort to increase retention rates and to streamline the transfer process for students. "This option supports our goal of facilitating transfer students as students receive faster, more reliable transcript service," said Suzanne McGurk, KCTCS System Registrar. "Colleges and universities save money through eliminating use of postage, envelopes, transcript paper, and staff processing time."

Currently, more than 30 institutions in Kentucky are sending and receiving transcripts through the National Student Clearinghouse Electronic Transcript Exchange. Several more schools in Kentucky are in the process of testing and implementing this electronic exchange.

Members of Kentucky ACRAO credit the implementation of the electronic transfer to the efforts of Becky Stephens at Bluegrass Community and Technical College and Jacquie Hager at the University of Kentucky.

"Becky and Jacquie led the charge not only for Bluegrass, but all KCTCS colleges, all public and private institutions in Kentucky and in the country," McGurk said. "In January 2008 the University of Kentucky and BCTC began testing and by March 2008 they had successfully implemented electronic transcript exchange."

The National Student Clearinghouse has provided free software to implement this exchange as a way of thanking Kentuckians for their efforts in the development of this new product. This free option is not available to other states.

In 2010, KACRAO was once again recognized by AACRAO for KCTCS Transfer Fairs. At the 2005 KACRAO Annual Meeting, discussion revolved around how four-year institutions from the Kentucky Community and Technical College System (KCTCS) could better recruit transfer students to meet state-mandated transfer goals. The primary issue was the difficulty in making effective visits to the KCTCS colleges. Students didn't seem to be aware of the scheduled visit, small numbers of students were available to meet, recruiters were allotted ineffective locations, and cost of the visit was high when the distance to the college involved required extensive travel and overnight stays. The suggestion establishing a series of college fairs was made, and the idea immediately

took hold. Several people stepped forward to offer support for the project both on the recruiter's side and on the hosting college's side. There was a tremendous spirit of cooperation and enthusiasm for this project. The host colleges were very flexible in making the schedules to maximize the fairs, and the recruiters fully supported the planning.

In the spring of 2006, the first Transfer College Fairs in Kentucky were held. Of the 16 KCTCS colleges in Kentucky, 14 agreed to host fairs (2 colleges were not yet SACS accredited and had limited transfer opportunities). All KACRAO member institutions were invited to participate and private and public colleges took full advantage of this new opportunity. The fairs were seen as a way to overcome many of the challenges recruiters had experienced. Posters were circulated to the colleges in advance to promote the event, and the fairs were scheduled on days and at times that were considered optimal for reaching students. The fairs were located in high-traffic locations, and were scheduled to enable colleges and universities to share rides and hotels. In the first year, over 1,000 students participated in the fairs and over 20 colleges and universities participated.

2009 was the fourth year of the KACRAO Transfer College Fairs in Kentucky. The fairs have grown in scope and participation each year, and now all 16 KCTCS colleges participate and the number of institutions who recruit at these events has also grown. The KCTCS colleges now use yard signs and banners in addition to posters to promote the events which have increased student awareness and participation. Some colleges have seen so much value in these fairs they support all the fairs even though they exceed the normal boundaries of the recruitment territory.

Because the fairs are promoted as a benefit of membership in KACRAO and only member institutions are invited, there has been an increase in member institutions and greater interest from institutions across the Kentucky border in order to gain access to the fairs. KACRAO has also gained recognition from the Council on Postsecondary Education for its collaborative efforts to promote benefits of transfer and achieve transfer goals. Due to the undertaking of the Transfer Fairs, KACRAO established a new committee to support the growing efforts regarding transfer students. The Transfer Initiative and Support Committee is now one of the largest and most active committees,

and has presented at the AACRAO Annual Meeting in 2008 and the SACRAO Annual Meeting in 2010.

KACRAO also hosts workshops annually for New Admissions Professionals, Registrars and Support Staff Personnel. These workshops are led by veteran KACRAO members and provide professional preparation and updates at a very minimal cost. Specifically, the New Admissions Professionals Workshop is a three day event held at the 4-H Leadership Center in Jabez, Kentucky. The alternative—sending new professionals out of state for training—would inflate costs for higher education.

Each year at the annual conference, our organization holds a forum for registrars and admission directors. Ideas that evolve in these forums often allow our institutions to streamline efforts, which typically lead to cost containment. Although our executive committee can not speak for our respective institutions, we believe that collaboration creates a savings in higher education.

KACRAO would like to offer an additional suggestion to contain costs across the state. Just as electronic transcripts help contain costs for students transferring to and from postsecondary institutions, we believe our institutions can eliminate costs with secondary to postsecondary electronic transcripts. Kentucky Higher Education Assistance Authority now partners with XAP, an electronic service for providing electronic transcripts. The service is offered free of charge to colleges and universities, as well as high schools. However, many high schools are not aware of the service and do not utilize the opportunity to provide transcripts electronically. We would like to see a state-wide initiative to encourage all schools, secondary and postsecondary, to upload and download high school transcripts. The electronic process also speeds up response rates for admission.

KACRAO is committed to exploring options for eliminating and lowering costs for the Commonwealth. We appreciate the opportunity to share our efforts for cost containment in higher education. We also invite any suggestions for our organization, such as partnering with other initiatives, to be sent to our Executive Committee at any time.

**2010 Governor's Conference on Postsecondary
Education Trusteeship
Strengthening Our Capacity to Serve:
A Summit on Productivity, Efficiency, and Cost Containment**

COSFL's proposed strategies to reduce cost and improve student success are:

1. Reduce the monies spent on athletics, especially big ticket programs, for those schools where athletics do not pay their own way.
2. Reduce the number of expensive administrative positions on campus, beginning with vice presidents and associate and assistant deans.

Take the savings from 1 and 2 and

3. Invest in full time faculty with a major commitment to teaching and mentoring undergraduate students.
4. Reward advising by faculty.
5. Train faculty in ways of advising that have a proven success rate.
6. Make advising centers more visible on campus.
7. This one I have mixed feelings about but several people have raised this: Accept only those students who have the credentials to do well at four year institutions and refer those needing remediation to community colleges.
8. Invest in a peer mentoring program that goes beyond the first semester of college.
9. Develop cohort models [or study buddy systems] for all classes involving group study and group work both in and out of class.
10. Foster retention with an advising model that involves regular checks on students by the faculty advisor.
11. Reward faculty for using a retention alert system to notify the appropriate office on campus when students cut classes or are doing poorly in classes.
12. Have a state wide advising conference showcasing best practices.

The Council on Postsecondary Education is charged with leading the reform efforts envisioned by state policy leaders in the Kentucky Postsecondary Education Improvement Act of 1997. The Council has multiple responsibilities to ensure a well-coordinated and efficient postsecondary and adult education system. Among its many responsibilities, the Council:

- Develops and implements a strategic agenda for the postsecondary and adult education system that includes measures of educational attainment, effectiveness, and efficiency.
- Produces and submits a biennial budget request for adequate public funding of postsecondary education.
- Monitors and approves tuition rates and admission criteria at public postsecondary institutions.
- Defines and approves all academic programs at public institutions.
- Ensures the coordination and connectivity of technology among public institutions.
- Collects and distributes comprehensive data about postsecondary education performance.
- Licenses all nonpublic, degree granting colleges that operate in the state.
- Administers the state's Adult Basic Education program and GED Testing Service.

The Council on Postsecondary Education is Kentucky's statewide postsecondary and adult education coordinating agency charged with leading the reform efforts envisioned by state policy leaders in the *Kentucky Postsecondary Education Improvement Act of 1997*. The Council does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services, and provides, upon request, reasonable accommodation, including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities.

Kentucky Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort KY 40601
Ph: (502) 573-1555
Fax: (502) 573-1535
<http://cpe.ky.gov>

Printed with state funds

THE SIX GOALS OF HB 1

1 A seamless, integrated system of postsecondary education strategically planned and adequately funded to enhance economic development and quality of life.

2 A major comprehensive research institution ranked nationally in the top 20 public universities at the University of Kentucky.

3 A premier, nationally recognized metropolitan research university at the University of Louisville.

4 Regional universities, with at least one nationally recognized program of distinction or one nationally recognized applied research program, working cooperatively with other postsecondary institutions to assure statewide access to baccalaureate and master's degrees of a quality at or above the national average.

5 A comprehensive community and technical college system with a mission that assures, in conjunction with other postsecondary institutions, access throughout the Commonwealth to a two-year course of general studies designed for transfer to a baccalaureate program, the training necessary to develop a workforce with the skills to meet the needs of new and existing industries, and remedial and continuing education to improve the employability of citizens.

6 An efficient, responsive, and coordinated system of providers that delivers educational services to all adult citizens in quantities and of a quality that is comparable to the national average or above and significantly elevates the level of education of the adults of the Commonwealth.

